

Supporting our Special Educational Needs (SEN) Students

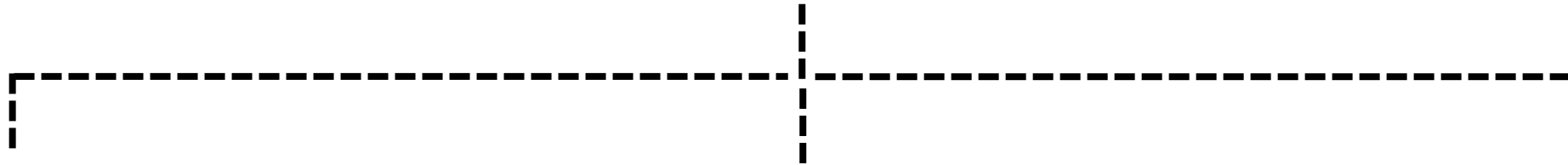
Helpful Tips for Teachers & Parents



**Chiltern Way
Academy**

Turning Futures Around

ASC (Autistic Spectrum Condition)



Definition:

A lifelong condition that affects how someone sees the world; processes information & relates to other people.

Traits:

- Limited proactive social communication, Interaction & Imagination
- Sensory Issues
- Obsessive Interests
- Repetitive Behaviors
- Love of Routine
- Self stimulating
- Lack of understanding from the perspective of others

Strategies:

- Allow extra processing time before requesting a response
- Low stimulating activities
- Prepare for change
- Visual cues, e.g. Timetable, Tactile Symbols/objects of reference to routine, structure of day etc.
- Short, Clear & Simple Instructions
- Use first name before instructions
- Say what you mean as an autistic learner may take what you say literally

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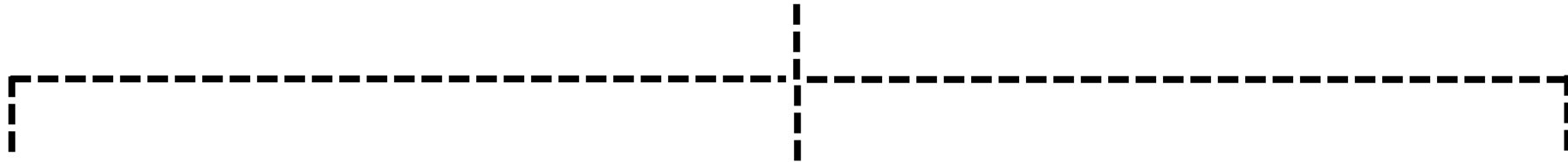
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ADHD
(Attention Deficit Hyperactivity Disorder)



Definition:
A group of behaviors that affect a person's ability to concentrate & control impulsivity.

Traits:

- Inattentiveness
- Hyperactivity
- Impulsiveness
- Struggle to regulate emotion
- Do not tend to think before saying or doing something
- Low focus

Strategies:

- Clear, concise and consistent rules & expectations
- Reward positive behavior
- Frequent Feedback
- Short term rewards
- Small Breaks
- Use tools and flexible rules
- Established routines
- Checklists during plans

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SEMH
(Social, Emotional & Mental Health Difficulties)

Definition:

A SEN in which young people with severe difficulties in managing their emotions and behaviors.

Traits:

- Mood Swings
- Frustrations
- Verbal & Physical threats
- Avoidance of new tasks
- Need or desire to control situation
- Behaviours displayed often are cause by the need avoid potential failure

Strategies:

- Reward Efforts
- Identify Triggers
- Reinforce Expectations & Boundaries
- Allow time to calm
- Short, Clear & Simple Instructions
- Pick up low level behaviour before escalation
- Provide verbal reminders/warnings
- Clear and concise expectations
- Behaviour contracts – set with SMART targets
- Focus on the cause of behaviour, rather than the emotional outburst – what is it they want/need or want to avoid?
- Use a humanistic approach

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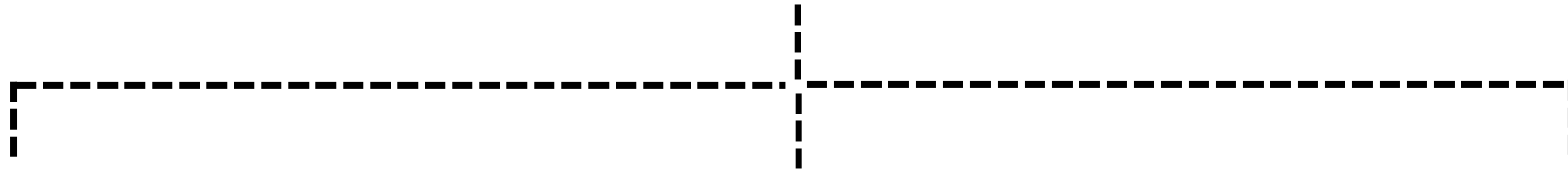
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PDA
(Pathological Demand Avoidance)



Definition:

A profile that describes those whose main characteristics is to avoid everyday demands & expectations to an extreme extent.

Traits:

- Resists & Avoids
- Uses social strategies as avoidance, e.g., distraction, excuses
- Excessive mood swings
- Impulsivity
- Obsessive Behaviours focused on other people
- Can often “shut down” when they are being challenged or tasked with something
- Cannot appreciate or understand the ideas of others.

Strategies:

- Avoid direct demands
 - Provide Choices
 - Indirectly Praise
- Limit number of Boundaries
 - Identify Triggers
 - Use humour
 - Be flexible & creative
 - Calm tone of voice
 - Reduce demands
- Indirect style of negotiation will mean they feel in control
- Explain your ideas and listen to the reasoning of theirs (let them feel heard)
- Make joint decisions (compromise to a certain and reasonable extent, but do not change fundamental rules or expectations)
- Tailor projects and work to suit their interests (let them see a purpose in what they are doing)

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Dyslexia

Definition:

A specific learning difficulty which can make it difficult to understand words and language. It has very strong links with Dyscalculia, Dysgraphia and ADHD.

Traits:

- Confusing letters like b and d, either in reading or writing
- Missing letters out when trying to spell a word
- Reading very slowly and hesitantly and lacking fluency.
 - Leaving out whole sections of text when reading, or re-reading the same section.
 - Putting letters and figures the wrong way round;
- Poor organisation skills and time management skills;
 - Poor memory and concentration

Strategies:

- Don't ask person with dyslexia to read aloud in groups.
 - Don't use the word 'lazy'
 - Expect less written work
- Prepare a printout of homework and stick it in their book
- Provide numbered steps, e.g., 1. Do this. 2. Do that etc.
- Do not ask them to copy text from a board or book.
 - Accept homework created on a computer
- Give the opportunity to answer questions orally.
Often people with dyslexia can demonstrate their understanding with a spoken answer but are unable to put those ideas in writing.

Ref: <https://www.nessy.com/uk/teachers/essential-teaching-tips-dyslexia/>

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Dyscalculia

Strategies:

- Review what the student already learned before teaching new skills.
- Teach students to “self-talk” through solving problems.
- Let the student write out charts or draw sketches to solve problems.
- Use graph paper to help line up numbers and problems.
- Give the student a list of the math formulas taught in the class.
- Use like coins, blocks, and puzzles to teach math ideas.
- Use attention-getting phrases like, “This is important to know because...”
- Use concrete examples that connect math to real life.
- Check in frequently to make sure the student understands the work.
- Use **graphic organizers** to organize information or help break down math problems into steps.

Traits:

- Delay in counting.
- Delay in using counting strategies for addition
- Difficulties in memorising arithmetic facts and rules.

Definition:

A specific learning difficulty which causes a child or young person to have difficulties developing mathematical skills and understanding.

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Dyspraxia



Definition:

A developmental disorder which causes difficulties with the learning and acquisition of physical skills. It affects the organisation of fine and gross movements.

Traits:

May have difficulties with:

- co-ordination, balance and movement
 - learning new skills, thinking, and remembering information at work and in leisure activities
 - daily living skills, such as dressing or preparing meals to time
 - writing, typing, drawing and grasping small objects
 - social situations
 - dealing with emotions
 - time management, planning and personal organisation
 - Speech and language
- Learning to read and write
Following instructions
Organisational skills

Strategies:

- One instruction at a time.
 - Repeat
 - Tick-off
- Avoid comparisons with other pupils
 - Strategic placement
 - Materials
 - Praise
- Processing Time & Chunking Information
 - One to one, support
 - Prepare them

Ref: <https://www.teachertoolkit.co.uk/2017/07/13/dyspraxiclearners/>